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ABSTRACT

The lead article in this issue identifies the components of the planning process for non-formal education (NFE). Examples of five approaches to planning are presented along with factors that may influence NFE project design at the local level. The 61-item annotated bibliography emphasizes documents on local-level planning; however, resources on macro-level planning are also included. Information on private voluntary organizations (non-governmental organizations) is provided. News items and publications of interest are covered briefly in the network news section. (EM)

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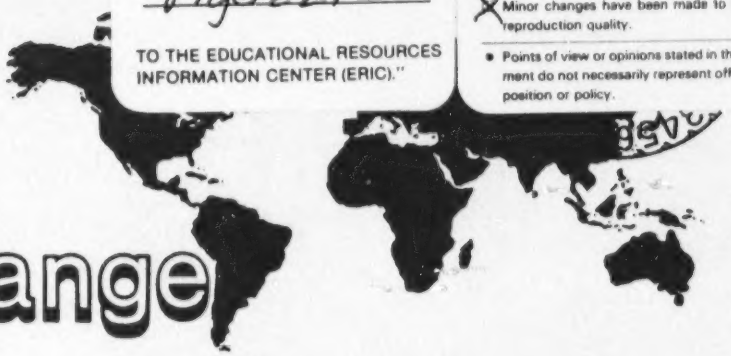
NFE Information Center

The NFE Exchange

A Timely Information Exchange Service on Non-Formal Education



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PLANNING NON-FORMAL EDUCATION PROJECTS

Planning non-formal education (NFE) projects is the focus of the topical sections of this issue of The NFE Exchange. *The lead article identifies components of the planning process to aid those involved in planning NFE projects. The "Project Highlights" present examples of a variety of approaches to planning and the factors that may influence NFE project design at the local level. The "Select Bibliography" emphasizes documents that deal with local-level planning, although some resources on macro-level planning documents are also included. The "Reference Review" presents a selection from the growing body of literature on non-governmental organizations (NGOs). As always, the "Network News" highlights news items and useful publications that have recently come to our attention.*

Planning is a fundamental part of every non-formal education (NFE) project, and of every phase of a project. It involves such processes as gathering and organizing information, analyzing situations, weighing alternatives and choosing among them, and making and evaluating decisions. Planning can also be thought of as a series of steps. In this article, we identify several important steps: conducting a preliminary investigation; choosing the target audience; assessing needs; identifying and formulating goals, objectives, and strategies; selecting evaluation procedures; designing implementation; and assessing and allocating resources.

While it is useful to distinguish and consider each step separately, in reality, they are interconnected and do not always follow the same sequence. Furthermore, because each project is unique and takes place in a specific context, there are no set prescriptions for planning NFE projects. The guidelines we offer must be taken as such, and used in the light of each project's opportunities and constraints.

Who Plans? Who will be involved in planning a project is an important question. Planners are those who have the responsibility to design a project in detail. Deciding who these people will be is best considered in the light of questions that concern participation. For example, some non-formal educators argue that the direct and sustained involvement of the intended beneficiaries in every planning step is crucial, because it equips members of the target audience with skills that will be useful in the future. Others argue that outsiders, facilitators, and specialists who know the community or region — but are not members of the target audience — are better able to decide among alternative goals and objectives, and to design a feasible implementation plan.

Nevertheless, all members of the target audience are seldom involved in every step of the planning process. Those designated as planners need to consider how other individuals and groups can be most effectively brought in throughout the process.

Planners are accountable to those whom they represent. If they have been delegated by the target audience to carry out this task, they are accountable to that community or group for the decisions they make. Thus the target group can remain in control of a project, yet still be free to call upon the expertise of others when necessary. Where planners have been selected by a centralized agency they are often accountable not only to the community, but also to the central authority.

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In this article we focus on planning small-scale NFE projects at the local level. Such planning rarely occurs in isolation. Planners typically consider existing programs of other groups involved in similar kinds of work, and relevant regional and national policies.

Preliminary Investigation

An NFE project does not take place in isolation, but operates within a particular social, economic, and political milieu. For this reason, every project must be considered in terms of unique socio-economic conditions of the recipient communities. Typically, some kind of preliminary investigation is carried out to obtain the information necessary for developing a project appropriate to a community.

Such an investigation can provide information about the target community, the problems it faces, and the needs of specific groups in the community. The study may also be useful for identifying local resources and constraints that may affect project implementation.

What Kinds of Information Are Important? The focus of the investigation depends on the scope of the project under consideration. Questions to be asked for health projects will differ from those related to vocational training or literacy, for example. Whatever the focus, some general areas of research can be identified.

- *Economic Activities* — major occupations; production activities; commerce; income; ownership of resources.
- *Socio-Cultural Factors* — major social groupings; interrelationships among group members and among different groups; attitudes, beliefs, and customs.
- *Political Patterns* — formal and informal leadership; political parties; grass-roots organizations; local societies.
- *Social Services and Facilities* — extension programs and development projects relating to, for example, health, education, agriculture, industry, fisheries, and forestry; public administration; other services such as transport, electricity, water systems and communications; public buildings.
- *Physical Factors* — soil and climatic resources, including the land's carrying capacity for specific crops and livestock.

Is Such An Investigation Always Necessary? There are many different ways to answer questions about local situations. Although the understanding gained through a pre-project community study may form a base for project planning, it can be expensive and time consuming. As an alternative, planners may rely on existing data sources, such as published reports and government documents. Persons or organizations formerly or currently involved in community work in the local area can also provide valuable information. Where local residents and others already familiar with the area are involved in project planning and decision-making, it may be possible to integrate the preliminary investigation and needs assessment.

How Can Data Be Collected? A great variety of ways are available to collect data on communities. Some of these include

- observation, photographs, descriptive drawings, or pictures;
- surveys of those who might be involved in or affected by the project;
- interviews, through which selected individuals or small groups of people give detailed information;
- discussions and meetings, in which participants share relevant information.

Who Should Collect the Data? The foregoing methods are often used by both community members and outsiders. Some contend that local people with appropriate training have the advantage of being able to obtain more accurate information, due to greater knowledge of and sensitivity to culturally appropriate ways of going about it.

On the other hand, community involvement in research or data collection has often been criticized for not being "objective" or reliable. Ways to increase the reliability of information include contacting a broad cross-section of the population to be affected by the project; training local researchers to be sensitive to problems of bias; and encouraging written reports of data collected orally or by observation.

Where outsiders use these methods, they may also require specific kinds of training. Examples include learning to ask appropriate questions and developing an understanding of local concepts.

How Can Data Be Analyzed? The form of data analysis is closely related to the type of data obtained and the method of collecting it. Therefore, even before gathering data, planners must decide how it will be analyzed. Where projects are guided by a commitment to local participation and control, planners may need to consider participants' skills and abilities when choosing analytical methods.

Planners may also have to consider the necessity and desirability of using complex statistical methods. The type of information needed for project planning and the availability of technology and research specialists are factors that will help determine how data will be analyzed.

Who should have access to the data becomes a relevant question as more individuals become involved. Safeguarding the privacy of project partici-

pants may be an important concern of project planners so that information gathered is used only in the best interest of all participants.

Target Audience

The target audience is that group of people who have been identified through the preliminary investigation or who have identified themselves as likely participants of an NFE project.

Even in small-scale projects, planners need to recognize the diversity of the target audience. They must ensure that goals, objectives, and project activities are flexible enough to meet the special needs of subgroups, and to limit adverse effects the project might have on them.

How Do Planners Communicate with a Target Audience? Regardless of who the planners are, they need to find ways of establishing communication with all members of the target audience, so that there can be an open exchange of ideas about a proposed project. Both to inform and get input from the community, formal and informal communication channels can be tapped. These may include recognized community leaders and members of local groups, or community gathering places like a clinic or post-office.

It may also be necessary to plan for immediate follow-up activities to ensure that any misunderstanding regarding the project is quickly corrected. Planners can give individuals the opportunity to share their views through such means as public meetings and group discussions following film shows or theatrical presentations. Often such meetings form a sound basis for needs assessment.

Needs Assessment

Needs assessment is basic to most NFE project plans. It is a process in which learning needs are identified, described, and evaluated in terms of relative importance. There are a number of considerations with regard to needs assessment, some of which we summarize here.

Needs are both interrelated and diffuse, and concern all aspects of a person's life. Although needs cannot be separated into distinct categories, they have been analyzed within a number of frameworks. One such framework specifies the following five interrelated aspects.

- *Basic or Functional* — concerning health, nutrition, child care, or literacy, for example.
- *Vocational* — relating to skills for income generation, or job training.
- *Civic or Social* — including cooperative formation, community improvement, or increased understanding of socio-economic and political forces.
- *Psychological* — dealing with positive attitudes and self-concept.
- *Moral* — concerning values and ethics.

Though projects often must address the interwoven aspects of several needs at the same time, discussing them within such a framework can help to clarify them and identify priorities. Not all NFE projects require such an extensive survey of needs, however. In small-scale NFE projects with limited scope, or projects that form part of a more encompassing development program, a needs assessment may serve to identify specifics — for example, the particular numeracy skills farmers need to market their products.

The definition of needs arises from a set of norms, and depends on the perspectives of the persons defining the needs. Thus, the learners' perceptions of their needs may differ markedly from those of facilitators or sponsors. Furthermore, within a given community there can be a range of views regarding what the needs of the community are, and their relative importance.

How Can Needs Be Assigned Priority? There are many ways of ranking needs. Methods that attempt to give a voice to all participants include small group discussions, voting, or rank ordering based on each participant's valuation of the relative importance of each need. These methods can enhance the project's relevance to the intended beneficiaries. Nevertheless, other factors also need to be considered.

Often funds from sponsoring agencies are more available for some kinds of projects than others. National policies may favor one kind of project over another. The possible support or opposition of local non-participants must also be considered. Thus the expectations of all groups — learners, facilitators, sponsoring agencies, government bureaucrats, and even non-participants — must be articulated and considered before making a decision regarding the needs on which a project will focus.

What If Needs Change? Needs are not static. They are dynamic, and must be periodically reassessed. The flexibility necessary to do this is also important for keeping objectives and strategies relevant to the changing needs of participants. This will now be discussed in some detail.

Goals, Objectives, and Strategies

Goals, objectives, and strategies are the guidelines planners use to give direction and content to a project. They are also the foundation for evaluating the progress and final outcome of a project. One way to distinguish between goals, objectives, and strategies is on the basis of specificity and concreteness. Their interrelationships should not be ignored,

however. Frequently, for example, an analysis of possible strategies leads to a reconsideration of objectives.

What Are Goals? Goals are general statements of the focus and intent of the project. They are based on the underlying philosophy which guided the selection of priority needs to be addressed. A limited number of well-defined goals is usually more desirable than several vague goals. A general statement like "improving the community's well-being" is too broad to be useful in formulating objectives. Already at the goal-setting stage it is necessary to consider feasibility and manageability — central criteria in determining objectives.

What Are Objectives? Objectives are more specific and concrete statements about the purpose of the project. They make goals active by stating in precise terms what the project will try to achieve, given the resources and constraints in the project environment. Oriented towards achieving results or solving problems, useful objectives have several characteristics. They must be specific, manageable, measurable, and attainable within the allotted time. For example, an objective formulated to embody the goal of improved nutrition might be: "To double the number of servings of protein-rich foods in the diet of 70% of the target audience within two years after project initiation."

Usually, planners can put forward many more objectives than can be worked on in a project. Deciding which objectives to pursue involves comparing their feasibility and manageability, and assessing the potential contribution of each to overall goal attainment.

The planning of objectives and evaluation is intricately linked. Objectives form evaluation criteria, and consideration of their measurability during evaluation planning may result in altered objectives.

What Are Strategies? Strategies are the means chosen to reach the selected objectives of a project. They are usually expressed as tasks or activities to be accomplished in order to reach project objectives. Strategies are often identified with the active participation of the intended beneficiaries.

Regardless of how alternative strategies are identified, each proposed strategy should be analyzed thoroughly before any choices are made. Questions that many have used for choosing among strategies can be grouped by considering the following factors.

- *Social* — Who will it benefit or harm? How will women and minority groups be affected? Is it culturally acceptable?
- *Educational* — Is the necessary expertise available? What will participants learn that will benefit them in the long run?
- *Economic* — What resources does it require? Are they available or easily obtainable? Will it ensure survival of the project when outside inputs have ceased? How can necessary training be obtained?
- *Political* — Is it consistent with government policies? Are there powerful persons who would support it or be against it? How can opposition be overcome?
- *Administrative* — How can it be organized? Are people with the necessary managerial skills available?
- *Technical* — Is it possible? Is it appropriate?
- *Environmental* — How will it affect the availability and quality of natural resources? What impacts will it have on land, water, and energy supplies?

Not everyone would agree with the distinctions we have made between goals, objectives, and strategies. Often, the terms "goals" and "objectives" are used interchangeably. Some non-formal educators think of strategies as task-oriented objectives. Others would maintain that this approach may prematurely limit the search for alternative ways to reach project goals. Frequently, the objectives and strategies in an NFE project are identical or very similar. For example, if the objective is to have participants learn a process, such as planning, the strategy might be to engage them in that process.

What About Flexibility? A project plan should be flexible enough to permit changing strategies during the course of the project without jeopardizing it in entirety. Thus, for example, if raising chickens proves difficult or impossible, other strategies, such as raising goats for milk, can be chosen to achieve the objective of increasing the protein content in the diet.

Project objectives may also change during the life-span of a project. Given the many factors that impinge upon a project, something that appeared feasible at the outset may later prove impossible. A well-laid plan allows for modification without total breakdown or destruction of what has already been achieved and without violating the original goals of the project. Once a project is underway, some unexpected outcomes usually occur. It is important that planners be aware of this and leave enough flexibility in their plan so that those involved can then incorporate new information and use it to enhance project progress. Planning to ensure such flexibility is one aspect of implementation design.

Implementation Design

Designing the implementation of a project involves identifying activities and the sequence in which they will be carried out. It also includes deciding who will take responsibility for each task, and how activities will be coordinated. Often a manager or management team is appointed or hired to carry out this responsibility. One approach to implementation plan-

ning is to identify major activities on the basis of chosen strategies and then to break each activity down into specific tasks. This process may help ensure that details are not overlooked, and facilitates the sharing of work.

Planning educational activities calls for an analysis of the knowledge and learning styles of the participants. On this basis educators and learners can select and organize subject matter, choose methods and techniques, and prepare appropriate audio-visual materials.

What About a Time Schedule? A time schedule is an important feature of the implementation plan. As tasks are identified, one can estimate how long each will take to be completed, and in what order tasks must be carried out.

Several tools have been designed to facilitate implementation planning. Flow charts or time lines, simple or more complex, can show at a glance how the project is progressing. If these are displayed prominently, project implementers will have a regular reminder of the bigger framework into which their particular activity fits.

As many veteran project planners will testify, project plans are seldom followed to the letter. It is usually necessary for the plan to allow for review and revision sessions at regular intervals during the project implementation phase when activities and time schedules may be adjusted. Such sessions can also serve to identify problems and strategies to overcome them. Often called monitoring, this is one of the components of the evaluation process. It is to a consideration of the factors involved in planning evaluation procedures that we now turn.

Evaluation

Increasingly, non-formal educators recognize the important role evaluation can play in NFE activities. Many sponsors require that educators give an accurate account of the outcomes of a project, and those involved need data to revise and improve ongoing projects and as a basis for future activities.

An important step in project planning, therefore, is deciding how the impact of the project will be assessed. Evaluation should be planned once goals and objectives have been established. While objectives provide the *basis* for measuring progress, evaluation is the *process* of measuring progress toward the achievement of objectives. Evaluation planning involves determining how this process will take place. To plan effective evaluation of a project several questions need to be addressed.

Who Will Conduct the Evaluation? Project planners must identify the various participants who may contribute complementary viewpoints on project progress. It is frequently suggested that observers as well as persons representing all parts of the project be involved, because a variety of ideas on what constitutes project success or failure may be a more reliable index of actual project impact. Important evaluator groups to consider include sponsors, administrators, teachers, learners, consultants, and representatives from the larger community. By inviting outsiders to contribute to evaluation, it is possible to gain fresh opinions and new perspectives on project operations.

Who Will Be Responsible for Evaluation? In addition to identifying who might be the actors in project evaluation, planners may also need to prepare some general guidelines regarding the roles of various types of evaluators and how their efforts can be coordinated. For example, it might be advisable for planners to identify who will be responsible for overseeing and coordinating evaluation activities, report writing, and dissemination of information gained through evaluation.

When Will Evaluation Take Place? Both ongoing and final evaluation strategies must be planned. Depending on the duration of the project, ongoing evaluation may require daily, weekly, or monthly assessments, varying from discussion sessions at the end of a workshop, to staff meetings, to extensive written evaluations based on data collected over a certain period of time. Final evaluations are conducted near the end of a project, or after its completion, but data collection for such evaluation is an ongoing process. Often both interim and final project reports are required. In developing the time frame and division of responsibilities for a project, planners must budget time and resources for carrying out this task.

How Will Data Be Collected and Used? The data collection methods discussed earlier can be used. In addition, substantial record-keeping is required during the project. Planners need to decide what kinds of records to keep, and devise systems to store, compile, and analyze the data. Data sources may include attendance records, financial statements, letters, tape recordings, or minutes of evaluation sessions. Planners must also determine what will be done with evaluation information. In particular, they may wish to consider how evaluation results can be useful to project participants and the target group.

Planning Resources

Essential to an effective project is careful planning with regard to the resources that are needed to carry it out. Resource planning involves more than financial planning or budgeting. In fact, many small-scale, local projects require little or no direct financial outlay. Here we consider planning as it involves financial, material, and human resources.

Necessary resources can be identified as soon as goals and objectives are known. Once these are clear it is essential to examine each objective separately and list exactly what is needed to reach each specified target. For example, if basic literacy is the goal of a project and the objective is for 30 adults to be reading and writing simple words in three months, then the list of resources might include: a meeting place, a volunteer facilitator, one blackboard, two boxes of chalk, one duster, 30 exercise books and pencils, and pictures for illustration.

When the necessary resources have been listed for each objective, the next step is to identify those that are readily available and those that are not.

What Are Readily Available Resources? Readily available resources are those that can be found locally. They may cost a project some money; but very often, locally available resources are without financial cost. Frequently, these are overlooked because planners are so concerned with the problems of a local area that they neglect its many strengths.

Using information from the preliminary investigation and the needs assessment, as well as some of the methods of data collection mentioned earlier in this article, planners can have a good idea of the range of locally available resources and which of these can be used at no cost to the project. To go back to the example in the previous section, it might be that a local health center can be used for the literacy classes at no cost, and a blackboard can be borrowed from the local school.

What About Resources That Aren't Readily Available? Frequently, projects require some resources that are not locally available. It is at this point in the planning process that planners need to consider how to obtain them. It may be fruitful to consider whether there are local substitutes for the unavailable resources. Often there are. Sometimes such substitutions require a slight change in project objectives, and it is important to decide whether the advantages of using local resources outweigh the advantages of the original objectives.

Planners may also wish to consider what project participants could contribute. For example, in the basic literacy project we described, participants might be asked to bring their own pencils.

Once alternatives have been identified and decisions on them made, there may still be some activities that require additional support if the project is to be implemented. In that case, planners need to prepare a budget to present to potential financial backers.

What Is A Budget? A budget is the financial summary of the resources required to carry out a project. It requires a careful analysis of the resources needed to implement the project so that a monetary value can be attached to each needed resource. Such an analysis demands a clear understanding of the project goals, objectives, and implementation and evaluation procedures so that the required time, finances, and other resources can be accurately assessed.

The effective use of resources contributes to the success of a project with appropriate goals and objectives. Since a budget is the summary of resources needed, the effectiveness of a project depends heavily upon its adequacy.

How Is a Budget Prepared and Presented? Preparing a budget involves a fairly simple process. It usually begins with a list of necessary resources by each project objective. Monetary costs are then associated with those items to be provided by a project.

After the costs of separate items needed to reach project objectives have been listed, it is customary to group "like costs" together. To do this one might list together, for example, all personnel costs into a personnel category, all materials into a supplies category, and postal and telegraph costs into a communications category. There are few hard and fast rules about such categories. The kind of project and the particular concerns, interests, and financial practices of the sponsoring agency usually suggest particular budget categories.

What Are Some Common Budgeting Problems? For some planners budgeting is easy. Others find it difficult to give monetary values to the various components that make up a project. Here are some common areas of error.

- *Separating One-time and Recurring Costs.* While, for example, insurance is usually paid in one lump sum at the beginning of a project, paychecks are usually given out at regular intervals during the project. It is important that budgets include the total amounts required for such items over the life of the project.

- *Ensuring that Resources Are Available When They Are Needed.* For example, if a sponsor agrees to make four equal payments to the project during a year and the project must purchase a stove at the beginning, it is possible that this purchase would use up most of the first quarter's money, leaving little for other project activities.

- *Planning for the Unexpected.* It is possible that a materials development unit cannot fill the project's order in time for a planned workshop. This might force the project to pay somebody else a higher rate to make the materials. Or, salaries in a country may increase, placing stress on the personnel section of a project's budget. To cope with these problems, many budgets include a "contingencies" category. This is usually a small percentage of the rest of the budget and can be used to cover unexpected costs.

Why Are Good Financial Records Necessary? In a funded project, financial recordkeeping is essential. It serves as a mechanism to demonstrate the accountability of the project to those who have invested time, money, and other resources in it.

Records also allow project managers and implementers to assess whether resources need to be reallocated and whether additional resources will become necessary during the life of the project. Financial data can also provide useful information for project evaluation.

What About Sponsors? An important part of the planning process is designing a way to obtain financial support if all resources are not locally available. In general terms, this requires identifying potential sponsors, presenting a project plan to them, and making minor modifications in the plan if it is felt that a mutually beneficial agreement regarding the project can be reached.

In discussing resource planning, we have referred to sponsors several times. Planners may wish to consider, among other things, the following questions with regard to sponsorship.

- What kind of agency or group is likely to be interested in supporting this project? A local group, a private voluntary organization, or a unit of the national government, for example?
- Are there agencies that can assist in identifying potential sponsors?
- Is enough known about the potential sponsor? Are there representatives who can discuss the organization's interests and requirements? Have others in the area worked with the organization? Is the potential sponsor respected?
- Is there sufficient information for constructive discussions with the potential sponsor? Is the budget accompanied by a clear and realistic time frame?
- How can the project be best presented? Is there sufficient information to justify the proposed project and its likelihood of success? Can the potential sponsors be fairly sure that the proposed project is not an excessively high-risk venture?

Conclusion

In this article, we have tried to stress that planning is a dynamic process and that there is no one "best" way to plan an NFE project. Nevertheless, nonformal educators may find it useful to develop a planning checklist on the basis of their own experience and the guidelines offered here. No one will use every step for every project, but a checklist can ensure that some important step is not unintentionally left out.

Readers are encouraged to share their checklists and other planning aids with the Non-Formal Education Information Center, so that we can bring them to the attention of others in the NFE network.

—N.A., M.M., M.J.P., and L.V.

Project Highlights

This section of The NFE Exchange *singles out a few of the many NFE projects that are described in materials contributed to the Non-Formal Education Information Center library. The projects demonstrate a variety of approaches to planning and highlight some of the factors that may influence NFE project design at the local level. Source documents are listed at the end of each highlight. Also included, when available, are addresses to which readers may write directly for more information.*

BUILT-IN FLEXIBILITY ESSENTIAL TO SUCCESS OF GAMBIAN NFE PROJECT. The Cooperative Member Education Programme (MEP) in The Gambia has demonstrated the utility of project planning that allows for flexibility in implementation. The goal of the program is to assist cooperative members, both men and women, gain the numeracy skills essential to the management and control of their economic lives, particularly in relation to their cooperative societies. Specific objectives — decided upon, in part, by potential participants — include an ability to read the scale used for weighing groundnuts, to understand the produce receipts issued, and to do multiplication so as to make sure that proper payment is being received.

The MEP is housed in the Department of Cooperation (DOC) and carried out with technical assistance from the Cooperative League of the USA, and with financial support from the United States Agency for International Development (AID). Village-level numeracy activities are conducted by 18 "Cooperative Inspectors — Education" (CIE) and their supervisors, all of whom are permanent staff of the DOC. Each CIE facilitates two numeracy classes, a Radio Listening Group, and a Bantaba Discussion Group in a number of villages. These activities are supplemented by films, a member education newsletter, and Agric Bantaba radio broadcasts, prepared by DOC staff who use materials (tapes, questions and ideas) from participating farmers. Numeracy courses are planned to last approximately six months. When those are completed, the CIEs move on to another village.

Soon after the program began it became evident that it would be greatly enhanced if CIEs could be trained in such methods as conducting group discussions and encouraging learner participation. As a result, project activities were delayed until after a short-term consultant was hired to train CIEs in NFE techniques. It was also necessary to change the planned time-line for some of the numeracy classes since most of the indigenous number systems are in base five, whereas the monetary system is in base ten. Also, some women's groups tended to progress more slowly than the men's because women had not been able

to take advantage of the learning opportunities offered by the Koranic schools. In many cases concepts such as using weight as a measure (rather than the traditional measure of volume) had to be taught along with numeracy. This required developing and producing different kinds of instructional materials than had originally been planned.

A recent evaluation concluded that the alterations in the original plan were essential for project success and quite acceptable where they were likely to enhance the possibility of goal attainment. Training sufficient facilitators to respond to the learning needs articulated by villagers remains a concern of the project staff.

(Sources: *Member Education Handbook*. 1981. 47 pp.; *Cooperative Member Education. Functional Literacy: Facilitator's Guide*. 1982. 71 pp.; Dall, Frank. *A Report on the Gambian Co-op Member Education Numeracy Training Consultancy*. 1982. 25 pp.; *Cooperative Member Education* (brochure); and *All About Cooperative Member Education* (brochure). All available from Cooperative Training Centre, Department of Cooperation, Yundum, The Gambia.)

RETHINKING THE ROLE OF POPULAR THEATER IN BOTSWANA'S RURAL DEVELOPMENT. The Laedza Batanani Project in Botswana is an annual one-week campaign in which a team of extension workers and community leaders present a program of popular theater performances and community discussions, highlighting issues of local importance. The project developed out of concern over low community participation in, and general indifference to, government-sponsored development efforts in the rural areas.

Organizers of Laedza Batanani designed a program intended to draw people's attention and create a context in which locally relevant issues could be explored and discussed by the people, and, it was hoped, collectively resolved. This was done by adapting Freirian methods of literacy training to the medium of socio-drama and drawing on the traditional village meeting (kgotla) for the framework in which to present the performances. Participation of local people was both a goal (in that the drama presented was intended to encourage people to take action on the issues) and an important component of the methodology (the dramas were designed and performed by local people in cooperation with extension workers).

After the first two campaigns (in 1974 and 1975) it was noted that despite enthusiasm for the performances and interest in the issues, there was very little follow-up (which was left to the initiative of individual extension workers). On the basis of these evaluations, there were three important changes in the design of the 1976 campaign. First, it was decided to address a smaller number of issues in the dramas. The issues were to focus on concrete and specific problems whose solutions would not necessarily require government action but could be supported by regular extension work. Thus, those selected for portrayal would present modest targets that the community could easily achieve. Second, the organizers introduced an intermediate step in the process of problem identification and analysis for the script. Attempts were made to draw on actual situations and to take the villagers' perceptions and understanding of a problem into account. Third, a follow-up program was designed in which extension workers were enlisted to promote the major themes highlighted in the popular theater campaign.

In planning the follow-up, project organizers negotiated with the various extension departments to allow their field staff to be involved in both the campaign itself, and the follow-up promotion work. The extension workers then received special training and support materials to help them teach new practices and continue to encourage community participation. (Source: Kidd, Ross and Martin Byram. "A Fresh Look at Popular Theater in Botswana: Demystifying Pseudo-Freirian Non-Formal Education." *Rural Development Participation Review*. Vol. 3, No. 1, Fall 1981. Rural Development Committee, Center for International Studies, Cornell University, 170 Uris Hall, Ithaca, New York 14853, USA. pp. 19-24.)

INTEGRATED DEVELOPMENT PROJECT IN HONDURAS IS COLLABORATIVE EFFORT. The IPREFA Integrated Rural Health Project in Choloma, Honduras, was designed to help the local community understand and incorporate new health concepts into their own lives. Implemented in 1978 as the second stage of an earlier project, the Choloma Project was a collaborative effort of three Honduran institutions: the Ministry of Public Education, the Ministry of Public Health and Social Assistance, and the Honduran Family Planning Association.

Influenced by the work of Paolo Freire and J. L. Lebret, the methodology developed was based on three criteria: (1) skills taught were to be of immediate relevance; (2) literacy was not to be a prerequisite for participation in the project; and (3) methods of teaching were to be based on modes of learning appropriate for non-literate adults. A focal point for the project was the literacy circles in which groups of campesinos met daily to discuss their problems and consider possible solutions, while at the same time learning to read and write. The instructors were campesinos with 3 to 5 years of education, chosen by peers from within the community. Other members of the community were trained to become health or family-planning workers.

Final evaluation for the Choloma Project was conducted in 1980. It was noted that the project's impact at the community level was visible in several areas: acceptance of family planning among the local population, an increase in adult literacy, and direct community participation in the area of preventive medicine and environmental health. Evaluators agreed that success of the Choloma Project was in large part due to the strong commitment of participating institutions to a collaborative effort and shared responsibilities in the planning and administration of the integrated program, combined with an equally strong commitment to the interests and concerns of the community. (Source: Aller Atucha, Luis M. and Catherine D. Crone. "A Participatory Methodology for Literacy and Health Education — The IPREFA Intergrated Project in Choloma, Honduras." *Assignment Children*. Vol. 51/52, Autumn 1980. UNICEF, Villa Le Bocage, Palais des Nations, 1211 Geneva 10, Switzerland. pp. 141-161.)

ONGOING EVALUATION HELPS COLOMBIAN PROGRAM MEET COMMUNITY NEEDS. The primary objective of the "El Codito" program in Colombia was to implement and evaluate a model curriculum for the "integral education" of children 0-36 months of age living in low-income urban communities. This was to be achieved by training mothers in the skills needed to enhance the social, cognitive, and physical development of their children. The project was part of an attempt by the Universidad Pedogogica Nacional (UPN) to find effective means of improving the living conditions of children during the early years of life.

The project was divided into three stages, each corresponding to a year in the child's life, and the curriculum developed accordingly. The training course for mothers was complemented by a food supplement program for the children and periodic health checks.

Methodology was based on several criteria. Adequate child care being only one of many concerns of the target population, the project's success depended upon maintaining the interest and regular participation of mothers and children. The project therefore had to be relevant to their concerns and also provide something of practical value for their daily lives. Since 40% of the people in the project area were non-literate, written texts had to be avoided. Furthermore, the curriculum system developed had to be inexpensive and simple to run so it could be used elsewhere. The "Sonoviso system," consisting of slides and cassettes, was chosen, and adapted to themes of health, nutrition, and family/child interaction familiar to the mothers.

By the time the first pilot course ended, attendance had dropped considerably. The decline was attributed to a hign rate of family relocation to other parts of the city, and there were not enough mothers and children available to replace those who had left. Since the long-term goal of the project was to monitor child development over a three-year period, consistent attendance throughout was particularly critical. This led to a major reassessment by the project staff with the decision being made to conduct another pilot project on the same model in another community similar to El Codito but larger and less subject to major population shifts.

In the second project, a preliminary campaign introduced the program to the community and encouraged their participation, using posters, church announcements, and even street megaphones. Participation of the mothers was more consistent and there was a steadily increasing interaction between participants. Furthermore, project staff noted that the impact of the program on the children's development could be seen after the first year course, as could the mothers' increased awareness of changes and marked enthusiasm for continuing with the program. (Source: "El Codito: Integral Education for the Pre-School Child." *Bernard van Leer Foundation Newsletter.* No. 30, Winter 1980. Bernard van Leer Foundation, P.O. Box 85905, 2508 CP The Hague, Netherlands. pp. 8-10.)

COMMUNITY EDUCATORS HOLD PLANNING MEETING IN SOLOMON ISLANDS. A conference on Planning for Community Education was held in Jejevo, Isabel Province, Solomon Islands in February 1982. Focusing on education as a lifelong learning process ("education is life itself"), the goals were: to bring together community leaders, provincial workers, and church leaders to share ideas about community education; to disseminate information on community education programs in the Solomons; to set goals for the Isabel Province Community Education Programme; and to select a committee of volunteers to help coordinate the program.

The conference was organized by two Peace Corps/Community Education Coordinators as part of an effort to establish a sound foundation for community education in Isabel Province. Because the national government was in the process of reviewing its community education policy, the conference was able to receive financial support from the Ministry of Education, Training, and Cultural Affairs to cover food, lodging, and transportation expenses of participants. Furthermore, the conference was scheduled to coincide with a visit from the Ministry's Senior Education Officer, who agreed to speak on several topics.

Materials for the conference, which was set up as a two-day workshop, were prepared in advance and distributed during the registration period. On the first day, lecturers addressed such topics as approaches to community education, the role of non-formal education in rural development, and the potential contributions of women to education projects. The discussions and small-group exercises that followed provided a more informal framework in which individuals could examine issues in depth and explore ways to meet the specific educational needs of their own communities.

On the second day of the workshop, attention was centered on national goals and the organizational structure of the Community Education Programme. This included discussion concerning national support available for the Provincial Programme, selection and training of community education coordinators, and project funding. The participants also selected a committee to develop, coordinate, and evaluate all projects and identify human and financial resources for the community education program throughout Isabel Province. This committee would also act as a liaison between community workers and the national Ministry of Education, Training, and Cultural Affairs.

While no formal evaluation of the conference had been planned, the organizers agree that for the most part they succeeded in meeting the original objectives. They also have two recommendations for those who may wish to plan a similar conference. First, they suggest more flexibility in constructing an agenda. They note that shortly after the Isabel Province workshop began it became apparent that the formal agenda could not be followed. This was primarily due to the enthusiasm of the participants and their active involvement in discussing the issues and sharing ideas. A second and related recommendation is to add a third day. This would enable additional information to be disseminated, yet also allow participants to pursue in greater depth the issues and interests that most concern them. (For further information, contact Mr. Michael P. Horne and Ms. Catherine L. Malone, Community Education Coordinators, Buala, Isabel Province, Solomon Islands.)

Select Bibliography on Planning NFE Projects

Listed below are selected documents that have been contributed to the NFE Information Center library. Readers are advised to direct inquiries about prices to the addresses cited. The NFE Information Center encourages readers to share their materials and ideas with one another and to keep us apprised of new and interesting ways in which non-formal education is planned.

Accion Cultural Popular Hondurena (ACPH). *Fundamentos Para El Diagnostico De Las Unidades de Trabajo de ACPH.* 1979. Available from Non-Formal Education Information Center, College of Education, Michigan State University, 237 Erickson Hall, East Lansing, Michigan 48824, USA. Describes the procedures used by ACPH (a group dedicated to the enhancement of education for the people in Honduras) for planning their programs. ACPH is guided by the principle that successful group programs require clear goals and objectives. Planning for these is in two phases. In the first, analysis is based on the situations as perceived by the group. The problems and their causes are stated, objectives and possible activities noted and priorities selected. In the second phase the group prepares research instruments and gathers data to identify leadership and to obtain such information as the number of people who would be affected by the program, and distribution and quantity of human and material resources. On the basis of findings from these studies, activities are selected and implemented to reach the objectives. In Spanish. 6 pp. Also available, is *El Diagnostico: Fundamentacion Teorica y Aplicacion del Instrumento para Efectuarlo* (1979, 12 pp.) by Nemesio Porras, which describes the rationale for baseline studies, and identifies the components of instruments used in such studies.

Agochiya, Devendra. "Preparing an Effective Training Design." *Indian Journal of Youth Affairs.* Vol. 1, No. 2, June 1979. Vishwa Yuvak Kendra, Circular Road, Chanakyapuri, New Delhi 110021, India. Describes components of a successful training program and gives practical suggestions on strategies for training, formulating objectives, facilitating the learning process, and developing training methods and tools. The many illustrative examples included are drawn from the author's long experience in training programs. Although the suggestions on how to plan and design training programs are directed to youth leaders and workers in particular, they also apply to planning training programs for other non-formal educators and development workers. pp. 29-42.

Alderson, Jeff (ed.). *Oxfam Field Directors' Handbook.* Revised Edition. 1980. Overseas Division, Oxford Famine Relief (OXFAM), 274 Banbury Road, Oxford OX2 7D2, England, UK. Outlines Oxfam's objectives and provides extensive guidelines for field staff and project leaders. In addition to the introductory sections which include a new guide to project design and assessment, the handbook contains guidelines on agricultural, health, social development and humanitarian programs, and disaster relief. The section on project design and assessment examines issues in evaluation and different approaches to project appraisal. Most sections conclude with a detailed bibliography and a checklist of questions for planning and evaluation. 454 pp.

American Public Health Association, Inc. *Community Health Education in Developing Countries.* Program and Training Journal Manual Series 8. 1978. Peace Corps, Information Collection and Exchange, 806 Connecticut Avenue, N.W., Washington, D.C. 20525, USA. This practical guide to help community members plan and carry out health education projects is in four parts. Part One deals with needs assessment and community organization. Part Two provides step-by-step guidelines for planning, implementing and evaluating a project, and includes a case study and exercises to develop project planning skills. Part Three discusses educational methods and the design and use of instructional materials. Finally, Part Four contains information about common community health problems. The appendices include a sample survey, examples of instructional methods and aids, a bibliography and glossary of health terms, and suggestions regarding health education and immunization campaigns. 209 pp.

***Asian South Pacific Bureau of Adult Education (ASPBAE) Courier.* "Non-Formal Education Broadcasting." No. 20, December 1980. ASPBAE Courier Service, P.O. Box 1225, Canberra City 2601, Australia.** A special issue on mass communication within the Asian/Pacific region. An article by John Woods discusses the training needs of workers in the area of development and communication. Describes how to plan training, from identifying the groups of people who can most benefit from such training, to effectively implementing it. Other articles briefly discuss how broadcasting for non-formal education is being approached in a number of Asian countries, with emphasis on the planning, management, and evaluation of programs. Also included is a technical report on a 1978 mass media, non-formal education planning seminar in Singapore. The report gives an overview of non-formal education broadcasting in various Asian countries and recommends ways to reach target audiences. It presents suggestions from seminar participants on ways to coordinate non-formal education broadcasting. 31 pp.

Bharadwaj, Geeta R. and Suman Srivastava. *The Special Needs of Women: A Plea for an Integrated Approach and Some Programme Proposals.* 1980. Asian and Pacific Centre for Women and Development, P.O. Box 2444, Kuala Lampur, Malaysia. Insists that women be fully involved from the start in programs intended to benefit them, since they have specific problems requiring specific solutions. The authors advocate a comprehensive approach to development based on interrelated and mutually strengthened programs. The provision of a package of educational, nutritional, and family-planning services for women is expected to lead to greater control of population growth, reduction of negative effects of rural to urban migration, and more balanced economic growth in rural areas. The authors outline four model programs planners might consider. Each program is aimed at the special needs of a particular age group of females. The study concludes with an evaluation of family-planning programs. 35 pp.

Bhola, H.S., with Loginder K. Bhola. *Program and Curriculum Development in the Post Literacy Stages: A Workshop Manual.* 1980. German Foundation for International Development (DSE), Simrockstrasse 1, 5000 Bonn 1, Federal Republic of Germany. This manual was designed to be used in training workshops on curriculum and program development for post-literacy programs. The authors examine literacy from a systems viewpoint, stressing the need to appreciate the connections and interdependence that exist between education and development; between education and the social, economic and political systems; between formal and non-formal education; and between print and non-print media tools. In addition, they suggest that an overall post-literacy strategy should address the following issues: literacy retention, the provision of opportunities to reenter the formal education system, the systematic integration of literacy and development goals, as well as progress towards an "ideal" society. Finally, the manual outlines, in practical steps, the *process* involved in program planning. This useful source for literacy work includes several technical appendices. 251 pp.

Bonanni, Camillo. "A Methodology for the Preparation of Non-Formal Education Programmes." *Assignment Children.* No. 44, December 1978. UNICEF, Villa Le Bocage, Palais des Nations, 1211 Geneva 10, Switzerland. The governments of several Third World countries cooperated with UNICEF and Unesco to prepare non-formal education programs aimed particularly at rural out-of-school youth. Based on these experiences, Bonanni develops a general methodology to plan NFE programs. The planning sequence consists of several phases that include: identifying educational expectations; setting educational objectives and strategies to fulfill them; developing curricula and materials; defining the criteria and tools for evaluation and curriculum revision; training mediators; and establishing the final program design. This planning model is intended to guide the preparation of specific NFE programs to meet the educational needs of any community. pp. 111-116.

Burke, Richard C. "A Case Study in Communication Planning: The Liberian Rural Communication Network." *Development Communication Report.* No. 31, July 1980. Clearinghouse on Development Communication, 1414 22nd Street, N.W., Washington, D.C. 20037, USA. This article discusses the use of radio broadcasting as a medium for rural communications, taking the Liberian Communications Network as a case study. The author focuses on the need for a systematic and coordinated approach to the planning of communication activities as part of an overall development effort. The communication of information to isolated rural areas is envisaged as an integrated process, with radio broadcasts supplementing fieldworkers, extension agents, and other development workers. pp. 7, 15.

Creative Associates. *Participation of Women in the Economic Development Process: A Suggested Strategy for the Africa Bureau.* 1980. Creative Associates, 3201 New Mexico Avenue, N.W., Washington, D.C. 20016, USA. Prepared for use in project design and implementation by the Agency for International Development (AID), this paper focuses on the integral role of women in the development process, and suggests guidelines to facilitate increased participation by women, both as actors and as beneficiaries. The paper emphasizes that all projects impinge upon women, directly or indirectly, and presents participation as a comprehensive objective to be included at all stages and in all aspects of each project. It advocates a sectoral approach (e.g., women and health, women and industry, women and education) rather than one which considers women as a separate group in themselves. The need for relevant data is stressed, and two appendices address particular issues related to data gathering and analysis. 20 pp. + Appendices.

Cropley, Arthur J. (ed.). *Towards a System of Lifelong Education: Some Practical Considerations.* Advances in Lifelong Education. Vol. 7, 1980. Pergamon Press, Ltd., Headington Hill Hall, Oxford 0X3 0BW, England, UK; or Unesco Institute for Education, Feldbrunnenstrasse 58, 2000 Hamburg 13, Federal Republic of Germany. Aimed at planners whose role is to provide decision-makers with information and relevant ideas for increasing social welfare. The contributions of seven specialists in their respective fields provide an overview of the operational factors involved in developing lifelong educational systems. Defines, in broad terms, the roles of various elements in the macro-planning process. These include the roles of administration, the legal system, policies, financing, and planning for lifelong, continuing education. Critically examines the existing formal educational system's ability to meet educational needs of people throughout the life span. Although the entire book deals with planning, one chapter is specifically devoted to the macro-level planning of general programs for non-formal educational systems. Included in such planning would be studies to determine potential levels of demand, and analyses of types of relevant learning experiences to meet specific individual needs for information. 219 pp.

Crowley, David, Alan Etherington, and Ross Kidd. *Mass Media Manual. How to Run a Radio Learning Group Campaign.* 2nd Edition. 1981. Friedrich-Ebert-Stiftung, Mass Media Department, Godisberger Allee 149, 5300 Bonn 2, Federal Republic of Germany. The manual describes important characteristics of a Radio Learning Group (RLG) program and provides a comprehensive guide for designing such a program. The authors, drawing on their experiences in Botswana, advocate both obtaining political support from the highest levels of government and actively involving the national agency for non-formal education in planning the organizational structure of the program. Examples from the national RLG campaign on environmental hygiene are used to illustrate each stage of the planning process. The emphasis on practical application makes this a useful tool for campaign organizers and planners. 186 pp.

Davis, Russell G., with Maritza Barrios et al. *Issues and Problems in the Planning of Education in Developing Countries.* Planning Education for Development. Vol. 1. 1980. Available from Agency for International Development, Department of State, Washington, D.C. 20523, USA. This volume, the first of a four-part series from the Center for Studies in Education and Development at Harvard University, focuses on problems and issues identified in the literature and by practitioners as important in planning educational or economic development programs in developing countries. The topics discussed in detail include the bases for macro-level planning and the role of comprehensive planning models in raising and resolving policy issues in national education systems. Also discussed are the issues of equality and equity in education and income distribution and the problems of matching employment opportunities with education and training programs. Case studies that address the various issues are also provided. The final chapter argues that rational planning does not deal adequately with certain political and organizational dynamics, and offers a transactional model instead (449 pp.). Other vol-

umes in the series are *Models and Methods for Systematic Planning of Education* (Vol. 2, 1980, 417 pp.) by Russell G. Davis, with Barclay Hudson et al.; *Research Methods for Educational Planning* (Vol. 3, 1980, n.p.) by David Kline; and *Data Analysis for Educational Planning* (Vol. 4, 1980, 217 pp.) by Gary Lewis, with Noel McGinn and Ernesto Schiefelbein.

Decker, Virginia A. and Larry E. Decker. *The Funding Process: Grantsmanship and Proposal Development.* 1978. Community Collaborators, P.O. Box 5429, Charlottesville, Virginia 22903, USA. A guide to developing the skills needed to secure funds for development projects. The authors identify and explore a set of sequential activities that are involved in seeking funds. In addition, a helpful step-by-step procedure for writing a grant proposal is presented. Lastly, the authors stress that careful adherence to the process does not guarantee a successful outcome, and that constant involvement and contact with the funding organizations, as well as good public relations, are essential. Appendices list locations of both national and regional collections of The Foundation Center, an independent agency chartered to disseminate factual information on philanthropic foundations; locations of US Federal Information Centers; and a suggested "basic library" of information sources, with addresses where each can be acquired. 120 pp.

De Fossard, Esta. "Radio Instructional Programs: Some Practical Guidelines for Scriptwriters and Planners." *Development Communication Report.* No. 35, September 1981. Clearinghouse on Development Communication, 1414 22nd Street, N.W., Washington, D.C. 20037, USA. A brief introductory discussion on the nature and use of radio as an instructional medium in developing countries is followed by a set of practical guidelines to help scriptwriters attain greater effectiveness in the formulation and delivery of radio-based education. pp. 6-7.

De Guzman, Felipe L. "Planning NFE Projects." *Prisnanfe Newsletter.* Vol. 2, No. 2, December 1980. c/o Office of Non-Formal Education, Ministry of Education and Culture, Arroceros Street, Manila, Philippines. Presents a practical outline for planning NFE projects. The steps include: assessing the needs of the target population through interviews, on-site observations and reviews of relevant documents; formulating a limited number of specific and measurable objectives based on identified learning needs; and identifying and implementing the activities required to achieve each objective. This latter process may involve forming a committee to generate possible ways of meeting objectives, delineate specific tasks to be accomplished, set a timetable for tasks, and assign specific responsibilities. Finally the author stresses that community development goals and local resources should be kept in mind when planning NFE projects. pp. 4-5.

Denver Research Institute (DRI), University of Denver. *Handbook on Management Development Workshops for Applied Research Institutes.* AID/ta-C-1337. 1978. Office of Science and Technology, Bureau of Development Support, Agency for International Development, Department of State, Washington, D.C. 20523, USA. A practical handbook specifically prepared to assist planners and instructors of workshops for managers of research-and-development (R & D) organizations in less-developed economies. The handbook was prepared after a study of over 140 research organizations in developing countries, which revealed problems due to a shortage of trained management personnel. As solutions, the authors suggest establishing university educational programs, consulting with outside experts, and using local experts and internal resources to facilitate R & D management-development short courses and workshops. DRI believes that workshops are the appropriate learning approach because they are relatively easy and cheap to organize, they can be scheduled so that several experts can talk with the participants, and they are an effective means of realizing educational goals. The handbook provides an easily followed guide on how to organize and conduct effective management-development workshops. A successful workshop requires a group of carefully selected participants, suitable location and facilities, qualified instructors, efficient budgeting, appropriate publicity, and a capable administration. Since there is no single technique applicable to all workshops, the choice of technique will depend upon the objectives of the workshop and participants' learning needs. Instructional techniques discussed include lectures, case studies, films, field trips, demonstration activities, and management games. 98 pp.

Dissanayake, D. M. S. *Civic Education. A Programme for Adults.* Curriculum Series No. 1. 1980. Sri Lanka Association for Total Education, Damsak Mandira, No. 98 Rawatawatte Road, Moratuwa, Sri Lanka. The author reviews Sri Lanka's development and points out that though it is often used as an exemplary case of redistribution of income, there is an increasing amount of dissatisfaction among citizens. He suggests that the top-down process of development and dependence on outside assistance must give way to a process in which the people can shape their own development. This booklet gives planners of civic education tools to increase local participation in their programs. The author recommends that the public library serve as the coordination facility. Factors involved in the planning of civic education programs are also outlined. 27 pp.

Dulansey, Maryanne L. (ed.). *Approaches to Appropriate Evaluation: A Report on a Series of Workshops on Evaluation.* 1978. American Council of Voluntary Agencies for Foreign Service (ACVAFS), Inc., Technical Assistance Information Clearing House (TAICH), 200 Park Avenue South, New York, New York 10003, USA. Papers in this volume address a wide range of practical and theoretical issues concerning the evaluation of development projects. Of particular interest is a description of the efforts of three private voluntary organizations to incorporate evaluation into their program and project planning. Also included are a discussion of needs assessment as a strategy for participatory evaluation, and case studies of needs assessment surveys in several countries. 130 pp.

Evans, David R. *The Planning of Nonformal Education.* Fundamentals of Educational Planning No. 30. 1981. Unesco: International Institute for Educational Planning, 7 Place de Fontenoy, 75700 Paris, France. This monograph discusses issues related to the planning of non-formal education as a development activity and outlines planning procedures, both general and specific. In order to define a conceptual framework within which planners can operate, the historical roots of non-formal education are briefly explored, and a typology of non-formal education activities is proposed to clarify the scope and content of the area. The author concludes that planning of non-formal education should remain flexible and responsive to the special needs and diversity of programs. While decentralized and participatory NFE programs are emphasized, the problems of linking non-formal education to the educational system in general, and the importance of achieving an overall integration of educational planning to meet national development goals, are also discussed. 77 pp.

Farquharson, Andy. "Planning Need Assessment Activities." ***Canadian Journal of University Continuing Education.*** **Vol. 4, No. 2, Winter 1978. Canadian Association for University Continuing Education, c/o Office of Continuing Education, University of Guelph, Room 154 Johnston Hall, Guelph, Ontario N1G 2W1, Canada.** This article addresses the issue of identifying and ranking educational needs to guide continuing education planners in their allocation of resources. It presents two conceptual models which attempt to clarify the needs assessment process. The first deals with need identification, and the second with establishing program priorities, given limited resources and infinite needs. pp. 13-16.

Fernandez Lamarra, Norberto and Ines Aguerrondo. "Some Thoughts on Educational Planning in Latin America." ***Prospects: Quarterly Journal of Education.*** **Vol. 8, No. 3, 1978. Unesco, 7 Place de Fontenoy, 75700 Paris, France.** A general review of planning in the educational sector in Latin America in recent decades. The authors distinguish three stages in educational planning. In the reactive stage, planning takes place in response to a variety of pressing needs. This often leads to a fragmented educational plan. In some countries, reactive planning has made way for a more integrated approach, called program planning. A third model, called rolling planning, is offered to make planning sensitive to widespread educational and social change in a country. The article also stresses the roles of community participation and research as inputs to the planning process, and reviews the relationship between planning, administration, and research. pp. 352-361.

Ferreira, Joseph and Bill Burges. ***Collecting Evidence. A Layman's Guide to Participant Observation.*** **1976. Institute for Responsive Education, 704 Commonwealth Avenue, Boston, Massachusetts 02215, USA.** The authors maintain that members of local communities can be active in solving community and educational problems. To aid this process they present a step-by-step guide to participant observation as a method for gathering data. In addition, they provide descriptions of different types of data and suggest methods to collect information and use it. Its clarity, practical illustrations and self training exercises make this manual particularly useful. 22 pp.

Food and Agriculture Organization of the United Nations (FAO). ***Small Farmers Development Manual.*** **Vols. 1 and 2. 1979. FAO Regional Office for Asia and the Far East, Phra Atit Road, Bangkok 2, Thailand.** A manual for project planners and extension workers in Asia. Volume 1 (206 pp.) explains how to form grassroots organizations to foster self-reliance among small farmers, small fishermen, and peasants. Also includes guidelines for low-cost group production of rice, livestock raising, low-cost technology for irrigation, and fisheries and aquaculture, as well as a section on farm women's income-generating activities. Volume 2 (78 pp.), directed at planners and administrators, describes how Field Workshops can be used to decentralize the planning, implementation, and evaluation of rural development projects.

Fraser, Renee White. ***Guidelines for Analysis of Socio-Cultural Factors in Health.*** **International Health Planning Methods Series No. 4. n.d. For information on availability contact Paul Ahmed, Project Officer, Office of International Health, 5600 Fishers Lane, Rockville, Maryland 20857, USA.** A practical manual that describes a framework for assessing and planning health-care systems in developing countries. The author contends that a society's perceptions of health are closely interwoven with its culture. She suggests that planners of health-care systems must have an awareness of the influences of these socio-cultural factors, and presents specific procedures to aid in this process. Examples of Central and South American, Middle Eastern, Asian, and African medical systems are examined in their cultural contexts. Finally, issues surrounding the introduction and transfer of medical technology to developing countries are discussed. 67 pp.

Gilpin, Clifford W. ***Issues in Non-Formal Education and Training for Rural Development.*** **1979. Education Department, The World Bank, 1818 H Street, N.W., Washington, D.C. 20433, USA.** Examines possible contributions of education and training to the rural development process. Based on experiences in developing countries, the document includes useful guidelines on a number of issues related to project planning and implementation. These include: improved organization and structure of training and education; area-specific needs regarding skills and aptitudes; new learning and training methods; and financial and technical assistance implications for future World Bank programs. 67 pp.

Goodman, Louis J. and Ralph N. Love (eds.). ***Management of Development Projects: An International Case Study Approach.*** **1979. Pergamon Press, Inc., Maxwell House, Fairview Park, Elmsford, New York 10523, USA.** In this first book in a series on project management, the authors cite a lack of viable policies, coupled with poor management, as the primary reason why many development projects fail to reach their goals. Their aim, therefore, is to provide material for use in curricula for training project managers. Five case-studies (from the South Pacific, Indonesia, the Philippines, Thailand, and the USA) serve to illustrate common management factors, at the same time indicating the influence of specific local environments on management decisions and methods. The Integrated Project Planning and Management Cycle (IPPMC), the conceptual framework employed in all five case-studies, is introduced and elaborated in the first chapter. The IPPMC has four major phases: Planning, Appraisal, and Design; Selection, Approval, and Activation; Operation, Control, and Handover; and Evaluation and Refinement. The final chapter lists, in question form, factors related to the operation of the cycle. 258 pp.

Goodman, Louis J. and Ralph N. Love (eds.). ***Project Planning and Management: An Integrated Approach.*** **1980. Pergamon Press, Inc., Maxwell House, Fairview Park, Elmsford, New York 10523, USA.** The second in a series, this book was written for use in the Public Policy Implementation and Project Management (PPIPM) project, to provide both a theoretical framework and a guide to practice, in curricula for management training programs. The PPIPM prototype curriculum was piloted in seven countries — New Zealand, Malaysia, the USA, the Philippines, Indonesia, Taiwan, and Iran — with modifications to suit each country's particular needs and experiences. The results of these experiments are briefly discussed in the introduction, before the elaboration of theoretical and methodological details in the remainder of the book. The authors suggest that development programs will increasingly contain an instructional component, to disseminate information about successful aspects of the project, and to encourage extending and replicating these aspects. The methodology of the Integrated Project Planning and Management Cycle (IPPMC), introduced in the first volume, is here discussed in relation to project planning, and the steps in each stage of the process are placed in the context of practice. 284 pp.

Havelock, Ronald G., and Mary C. Havelock. *Training for Change Agents. A Guide to the Design of Training Programs in Education and other Fields.* 1973. Center for Research on Utilization of Scientific Knowledge (CRUSK), Institute for Social Research, University of Michigan, Ann Arbor, Michigan 48106, USA. A useful sourcebook that compiles the contributions of participants at the 1970 Michigan Conference on Educational Change Agent Training (CECAT). The authors present a framework for training change agents in the education and human service fields. Part 1 examines the theories, goals, and principles underlying a training design, from various perspectives. In addition, the authors outline eight specific design features to include in planning, and give suggestions on developing training programs thah can meet different objectives. Part 2 focuses on developing model programs with a variety of objectives by presenting outlines for several potential programs. There is a detailed training design appropriate for change agents in state education agencies. 249 pp.

Ifekwunigwe, Aaron E. "The Community Health Worker: Guidelines for Training the Community to Power the Program." In Office of International Health (OIH), US Department of Health, Education and Welfare, *A Compendium of Papers on Community Health Planning Issues.* International Health Planning Methods Series No. 9. n.d. For information on availability, contact: Paul Ahmed, Project Officer, OIH, 5600 Fisher Lane, Rockville, Maryland 20857, USA. The author argues that health programs should be planned in close partnership with members of the local community. Given that health and nutrition are closely linked, and that agriculture is usually the economic mainstay of developing countries, he suggests that community involvement can be enhanced by enlisting the aid of local organizations and community leaders already active in agricultural projects. The author also describes the selection and training of community health workers and identifies their functions in the areas of basic health, nutrition, family planning and environmental health. pp. 48-54.

Imboden, Nicolas. *Managing Information for Rural Development Projects.* 1980. Development Centre of the Organization for Economic Co-operation and Development (OECD), 2 Rue Andre-Pascal, 75775 Paris, Cedex 16, France. An examination of the role of information in rural development projects. The author notes that conceptual approaches to rural development need to be supported by practical tools if they are to make an impact in the field. One problem frequently encountered is the lack of necessary information at the different levels of decision-making and the absence of structural conditions and incentives to use information that is available. Rural development information systems are presented as an essential management tool for policymakers and practitioners involved in the development process. The author explores both the role of such information systems and their potential contribution to the achievement of project or policy objectives. Attention is given to their content, design and management, and the way in which the information can be effectively integrated into the design of rural development programs. 97 pp.

Institut Africain pour le Developpement Economique et Sociale (INADES) — Documentation. *Conception et Evaluation des Projets: Bibliographie.* 1980. INADES — Documentation, 08 B.P. 8, Abidjan 08, Ivory Coast. A bibliography of documents, mostly in French, and available at INADES, dealing with the planning and evaluation of development projects. Some of the topics covered include needs assessment, planning, obtaining resources, and the evaluation of training and educational projects. In French. 17 pp.

Institut Africain pour le Developpement Economique et Sociale (INADES) — Formation. *L'Enquete au Village: Guide Pour Connaitre Son Village.* n.d. Centre d'Etudes pour l'Action Sociale (CEPAS), B.P. 3096, Kinshasa-Gombe, Zaire. A practical guide to the study of the social, religious, economic, and historical forces which influence the development of a village. Written for villagers and village-level field workers, it describes the village investigation as a picture of what *is*, the first step towards village awareness of what *could be*. Surveys, interviews, observation, and oral histories are some of the data collection methods outlined. What to do with the information gained is an important question addressed in the concluding section. It recommends a rigorous analysis of the needs and the strengths of the village, followed by action planned in close collaboration with the villagers. In French. 141 pp.

Kahler, David (ed.). *International Seminar on Curriculum Development for Basic Education Programmes, 12 to 21 June 1978 in Berlin (West): Final Report.* 1978. Education, Science and Documentation Division, German Foundation for International Development, Simrockstrasse 1, 53 Bonn 1, Federal Republic of Germany. The final report of an international seminar jointly sponsored by the German Foundation for International Development and the International Institute for Adult Literacy Methods. The seminar examined different ways for developing appropriate curricula in basic education programs, paying special attention to the areas of needs assessment and evaluation. The issues discussed include concepts and definitions of "needs," the tension between national and local goals, the materials and personnel that are required for needs assessment, and the translation of objectives into specific educational activities. In addition, the report delineates the purpose and types of evaluation as well as different tools to use for data collection. It includes brief reports on 10 case studies from a variety of cultural and geographic locations, illustrating different approaches to curriculum development. 115 pp.

Kahler, David W. and Janis M. Droegkamp. *Characteristics and Needs of Out-of-School Youth.* 1980. Office of Education, Science and Technology Bureau, Agency for International Development (AID), Department of State, Washington, D.C. 20523, USA. This paper gives information for planning programs aimed at out-of-school youth. A statement of the problem, its statistical dimensions, and important factors contributing to the situation are presented in Parts I and II. The information used is drawn from literature and the field experience of the authors and other practitioners. Part III reviews programs dealing with the needs of out-of-school youth, and examines their underlying assumptions. Part IV contains recommendations for priority considerations for USAID programming and research. 207 pp.

Kerr, Jill. "Setting Up Your Project." *Peace Corps Times.* Vol. 3, No. 3, July/August 1980. ACTION/Peace Corps, 806 Connecticut Avenue, N.W., Washington, D.C. 20525, USA. Contains suggestions for designing, organizing, and managing individual projects. Outlines the important steps to move project ideas through the planning stage into action. The author offers suggestions regarding information collection/needs assessment, feasibility studies, obtaining official approval and support, planning, and pilot testing. p. 2.

Kinsey, David C. *Evaluation in Non-Formal Education: The Need for Practitioner Evaluation.* Issues in Non-Formal Education No. 3. 1979. Center for International Education, University of Massachusetts, 285 Hills House South, Amherst, Massachusetts 01003, USA. Discusses methods of improving practitioner evaluation in non-formal education programs. Three areas of concern that arise from the use of existing evaluation methodologies are identified. These are an overemphasis on outcomes, instead of on inputs and the improvement of ongoing processes; lack of methodologies that are adaptable to the NFE setting; and the complexities of many evaluation procedures that limit their use by NFE practitioners. Suggests evaluation criteria and models that might be used. 28 pp.

Knight, Peter T. (ed.). *Implementing Programs of Human Development.* World Bank Staff Working Paper No. 403. 1980. The World Bank, 1818 H Street, N.W., Washington, D.C. 20433, USA. A collection of five papers which discuss the design and implementation of policies, programs, and projects in the area of human development. The papers analyze issues having important implications for organizational management, such as the effective use of limited resources; the role of the family in fighting poverty and disease; and the importance of key socio-cultural variables such as values, institutions, and processes of behavioral change in human development programs. In their paper entitled "The Administration of Human Development," Milton Esman and John Montgomery examine the administrative aspects of programs intended to eliminate poverty in developing countries. Some of the issues and problems they address relate to information systems, administrative reform, and stages of program development. The authors suggest that planners and managers must make use of local, regional, provincial, and voluntary agencies in order to ensure that the benefits of human development programs reach targeted populations. 372 pp.

Kulp, Earl M. *Designing and Managing Basic Agricultural Programs.* 1977. Program of Advanced Studies in Institution Building and Technical Assistance Methodology (PASITAM) Publications, 1005 East Tenth Street, Bloomington, Indiana 47401, USA. Noting the failure of many development programs to reach the rural poor, the author sets out to address the fundamental problem of delivering the necessary services that will help peasant farmers to modernize, and generate higher living standards through improved production practices. The emphasis is on developing better planning and management tools, rather than on capital investments, as the means to achieve higher productivity. The author first defines the basic concepts underlying these tools in terms of the "systems analysis" approach to farming. He then outlines fundamental policy elements undergirding this integrated approach and applies the steps delineated to examples in two countries — Senegal and Madagascar — where successful development of peasant agriculture has taken place. The remainder of the volume discusses the methods used in analyzing, planning, managing, and implementing programs aimed at peasants, using both quantitative and qualitative tools. Exercises in practical applications of the techniques discussed are provided. 280 pp.

Lowdermilk, Max and W. Robert Laitos. "Towards a Participatory Strategy for Integrated Rural Development." *Rural Sociology.* Vol. 49, No. 4, 1981. Rural Sociological Society, University of Tennessee, 325 Morgan Hall, Knoxville, Tennessee 37916, USA. This paper stresses local autonomy and involvement as cornerstones in rural development, and acknowledges the need to increase national commitment to such development. Important factors to be included in any rural development project are described. Finally the authors use successful water management projects in Pakistan and Egypt to outline and examine a seven-stage project development approach. pp. 687-702.

McAnany, Emile G. and John K. Mayo. *Communication Media in Education for Low-Income Countries: Implications for Planning.* Fundamentals of Educational Planning No. 29. 1980. Unesco: International Institute for Educational Planning, 7 Place de Fontenoy, 75700 Paris, France. This monograph examines the role of communication media in education and development in low-income countries, and the issues which face planners in the design and implementation of appropriate projects. Four case studies are presented: radio education projects in the Dominican Republic, Nicaragua and Tanzania, and satellite television broadcasting in India. Evidence from these and from other sources is used to examine four planning issues: the democratization of educational opportunity; the quality of instruction and learning; the impact of education through technology on rural areas; and participation by people in their own education. The authors conclude that planners need to distinguish between short- and long-term goals; provide for training in the effective use of technology; use cost-effectiveness and cost-benefit ratios; and, where participation is envisaged as a goal, design experimental use of smaller-scale media. Finally, they recommend the integration of educational communication media with national communication systems, in order to use available resources more effectively and economically. 77 pp.

Marsden-Huggins, Leta. *A Survey of the Learning Needs of Under-Educated Adults in Zimbabwe.* Research Report No. 2. 1980. Institute of Adult Education, University of Zimbabwe, Box M.P. 167, Mount Pleasant, Harare, Zimbabwe. A study that examines factors to be considered in planning an adult basic education (ABE) curriculum. Part A concludes that government support, a people-centered program, and planning the ABE program in collaboration with other agencies' development activities are important for the success of a program. Part B provides a detailed and practical account of a variety of procedures that could be used in an ABE survey to identify needs based on learners' perceptions. The survey also collected information on learners' preferences regarding staffing, characteristics of teachers, costs of programs, and types of facilities. The author plans to use data from this study to develop curriculum guidelines and materials for ABE programs. 59 pp.

Mayo-Smith, Ian. *Planning A Performance Improvement Project: A Practical Guide.* Revised Edition. 1981. Kumarian Press, 29 Bishop Road, West Hartford, Connecticut 06119, USA. A step-by-step guide designed to help project managers bring about specific and measurable improvements in their projects. Mayo-Smith focuses on the need to determine project objectives and performance evaluation. He also stresses the importance of identifying and analyzing both assets and obstacles, called "driving and restraining forces," that help or hinder the performance of project participants. The author emphasizes that these forces are interrelated and sometimes cancel out each other, depending on their strength. It is the responsibility of the participants in the project to minimize or eliminate forces that thwart attempts to realize project objectives and to enhance driving forces that will enable them to succeed. He recommends "brainstorming" with a group of colleagues as a useful strategy for generating action ideas. Finally, he suggests useful ways in which the Performance Improvement Project can be

implemented. The Program Evaluation and Review Technique (PERT) chart format provided helps simplify the task of project planners and managers by illustrating relationships between activities, events, and desirod outcomes. The appendix has a useful format for preparing written project reports. 61 pp.

Mohonk Trust/Volunteers in Technical Assistance (VITA). *Environmentally Sound Small-Scale Agricultural Projects: Guidelines for Planning.* 1979. VITA, 3706 Rhode Island Avenue, Mt. Rainier, Maryland 20822, USA. A manual for use in planning and implementing small-scale agricultural projects, which provides an introduction to ecological concepts and environmental linkages affecting agriculture. The perspective adopted is that of integrating the planning of small-scale projects into the physical and social system in which they will take place, with special emphasis on the possible effects on the environment resulting from changing agricultural practices. Discusses four key agricultural factors — water, soil, nutrients, and pests — and their linkages with the environment. The final chapter presents a concise set of practical guidelines, including the use of benefit-cost methodology, for planning small-scale projects with community participation. 103 pp.

Morris, Lynn Lyons (ed.). *Program Evaluation Kit.* 1978. Sage Publications, Inc., 275 South Beverly Drive, Beverly Hills, California 90212, USA; or Sage Publications, Ltd., 28 Banner Street, London EC1Y 8QE, England, UK. This kit was assembled to aid in the development of evaluation programs for educational projects. It consists of a series of eight step-by-step guides that can be purchased as a unit or individually. It combines the practical aspects of evaluation with a discussion of the theories and vocabulary involved. Of special interest to the topic of planning are three guides by Lynn Lyons Morris and Carol Taylor Fitz-Gibbon: (1) *How to Deal with Goals and Objectives* (75 pp.), designed to teach basic competencies in the identification of goals and objectives as it relates to the evaluation process; (2) *How to Design a Program Evaluation* (164 pp.), which examines various methods of selecting a design that would ensure reliable data collection; and (3) *How to Present an Evaluation Report* (80 pp.), which introduces effective methods for presenting the evaluation information to various audiences.

Movimento de Educacao de Base (MEB). *A Systems Approach Applied to Non-Formal Education. Planning-Programming-Budgeting and the "Non-Formal" Process.* n.d. MEB, Rua Sao Clemente, 385 Botafogo, Rio de Janeiro 20.000, Brazil. The paper first reviews the conceptualizations and the historical development of non-formal education. It then examines the viability of planning NFE programs, and discusses factors considered to be important in the planning process. Finally, the Planning-Programming-Budgeting System (PPBS) approach in Brazil is presented. 30 pp.

Okedara, J.T. "Planning and Development of Adult Education in Nigeria." *Kenya Journal of Adult Education,* Vol. 8, No. 2, September 1980. Board of Adult Education, P.O. Box 30117, Nairobi, Kenya. Examines planning for adult education programs, with emphasis on the macro-level. The author reviews the development of adult education, identifying it as an important tool for economic and social change, and outlines specific steps that the planning process should follow. These include: establishing a clear statement of objectives, reviewing resources and constraints in the community that will have an impact on the program; matching resources with objectives; implementing the plan; and maintaining an ongoing evaluation of the program. The article also differentiates between two different models of adult education: the subsector model which views adult education as subservient to overall development, thereby serving primarily to meet manpower needs; and the sector model which views adult education as an independent sector of general development planning, with a more active role in social and economic development. General principles underlying macro-level planning of adult education and methods of forecasting and analysis are also discussed. pp. 21-30.

Overseas Education Fund (OEF). *Child Care Needs of Low Income Mothers in Less Developed Countries: A Summary Report of Research in Six Countries in Asia and Latin America.* 1979. OEF, 2101 L Street, N.W., Suite 916, Washington, D.C. 20037, USA. Reports on a six-country research project that examined the effect of women's participation in the labor force on child care, health, and nutrition patterns. It also examined the constraints that child-care responsibilities placed on women's participation in income-generating activities. The national and family context, the degree and types of participation by women in the labor market and in community affairs, and the current state of child care, health, and nutrition are profiled for each country. The study concludes that child-care responsibilities seriously hinder participation of low-income women in the development process and recommends that development planners specifically seek ways to overcome this problem. Finally, alternative child-care programs from a variety of countries are briefly reviewed. 81 pp.

Overseas Education Fund (OEF). *The Programmer's Tool Kit.* n.d. OEF, 2101 L Street, N.W., Suite 916, Washington, D.C. 20037, USA. A practical guide to three aspects of proposal writing. Part One presents a general format, outlining the steps to be followed in each section of the proposal. Part Two considers the financial planning section of a proposal in more depth and includes a step-by-step approach for preparing a budget. Lastly, Part Three gives guidelines for both the ongoing and final evaluation sections of the proposal. 31 pp.

Raman, N. Pattabhi. "Project Implementation in the Context of a Plan: The Missing Links." *Focus: Technical Cooperation.* 1978/1. Editorial and Business Office, Palazzo Civilta del Lavoro, 00144 Rome, Italy. Are careful planning and well-managed implementation sufficient to ensure development project success? Can the disruptive intrusion of exogenous factors be prevented by planning? Exploring such issues, Raman suggests a systems analysis approach to help prevent shortcomings in project achievement. He regards planning as much more than assigning inputs calculated to produce certain outputs. Planning should aim at establishing a network of interlinked practical measures geared to realizing a hierarchy of needs. Illustrating with examples of project failure, Raman maintains that program coordination is a vital aspect of planning. This requires paying attention to factors outside the immediate level of project implementation, notably the "organizational environment" of the project. pp. 5-7.

Rondinelli, Dennis A. "Planning Development Projects: Lessons from Developing Countries." *Long Range Planning.* Vol. 12, 1979. Pergamon Press, Inc., Journals Division, Maxwell House, Fairview Park, Elmsford, New York 10523, USA. Aimed at persons responsible for project planning, implementation, management and evaluation, this article examines

some of the major reasons for project failure or underachievement in developing countries during the past quarter century. It provides important lessons on planning and implementing projects effectively. The author describes the crucial role of development projects as instruments of change, and gives the general stages through which a project evolves and criteria for project design. He argues that management leadership is fundamental for goal attainment. Successful projects depend on strong and active political leaders who use management procedures compatible with the culture to oversee the entire project cycle. pp. 48-56.

Rondinelli, Dennis A. and Aspy P. Palia (eds.). *Project Planning and Implementation in Developing Countries: A Bibliography on Development Project Management.* 1976. Technology and Development Institute, The East-West Center, 1777 East-West Road, Honolulu, Hawaii 96822, USA. An extensive annotated bibliography and important resource for persons who want to improve their skills in project management and design. The editors discuss the role of project management in the context of the contribution projects can make to basic social change and identify obstacles to be avoided in project planning and implementation. 174 pp.

Shack, Katheryn W. and Joanne Burke. *Practical Approaches to Community Education: Staff Development Workshop.* n.d. Meals for Millions/Freedom from Hunger Foundation, 1800 Olympic Boulevard, P.O. Drawer 680, Santa Monica, California 90406, USA. A booklet that outlines the activities of a one-week staff development workshop conducted by the Meals for Millions/Freedom from Hunger Foundation at the Community Education Training Centre in Fiji, December 1979. The workshop gave participants firsthand experience of a "participatory educational process" which they could later apply to their own training programs. The participants identified program objectives and took an active part in its planning and evaluation. Of special interest is the section that outlines a participatory approach to planning. The process includes goal setting, analysis of the current situation, generation of strategies to achieve goals, and evaluation. 14 pp.

Sine, Babacar. *Non-Formal Education and Education Policy in Ghana and Senegal.* 1979. Unesco, 7 Place de Fontenoy, 75700 Paris, France. Examines non-formal education and educational policy in Ghana and Senegal through a study of non-formal education activities in three communities. The author contends that local communities should be central in educational policy planning, and that they should take an active role in meeting their educational needs. This includes participating in the planning process and providing a measure of economic support for the programs. He also believes that international and national assistance should be given based on the needs identified at the local level. The author stresses that outsiders involved in planning need to understand the cultural and moral values of the communities in which they work. 35 pp.

Smith, William E., Francis T. Lethem and Ben A. Thoolen. *The Design of Organizations for Rural Development Projects. A Progress Report.* World Bank Staff Working Paper No. 375. 1980. The World Bank, 1818 H Street, N.W., Washington, D.C. 20433, USA. Reviews organization and management policies of World Bank rural development projects, and suggests a model to handle the interorganizational and environmental relationships involved in comprehensive projects. The authors stress two critical factors often ignored in planning: it is necessary to understand the political and religious institutions outside a project's influence, and to be aware of those agencies whose cooperation is necessary for project success. Other steps necessary in planning comprehensive projects include clarifying project objectives, assigning responsibilities to each participating agency, and identifying the organization with the strongest commitment to project goals as the "power center" or central agency. Also emphasizes the need for improved methods of coordination at each administrative level. 45 pp.

Srinivasan, Lyra. "The Impertinent PERT Chart." Appendix A in Catherine D. Crone and Carman St. John Hunter (compilers), *From the Field: Tested Participatory Activities for Trainers.* 1980. World Education, Inc., 251 Park Avenue South, New York, New York 10010, USA. Program Evaluation and Review Techniques (PERT) are commonly used by system planners to delineate the steps involved in planning. As PERT's complexity often precludes participation by those directly involved in a program, alternative methods to enable broader participation in planning are needed. This appendix outlines one such tool called the Impertinent PERT Chart (IPC). The IPC is not as complex as the PERT chart, and allows more flexibility. The author contends that it can be used as a basis for developing a more highly structured PERT chart. Directed to field workers and lay persons, clear step-by-step procedures of its four stages are described and illustrated in detail. Also included is a sample list of steps to use as a flexible guideline for the planning of educational projects. 13 pp.

Storms, Doris M. *Training and Use of Auxiliary Health Workers: Lessons from Developing Countries.* Monograph Series No. 3. 1979. International Health Programs, American Public Health Association, 1015 15th Street, N.W., Washington, D.C. 20005, USA. A practical source book on ways to plan and carry out health care programs utilizing auxiliary health workers. The author first outlines steps in planning health programs. These include assessing health needs, identifying resources, formulating and rank ordering goals and objectives, and designing and implementing program activities. Particular attention is given to the planning and implementation of training programs for auxiliary health workers. Issues related to the incorporation of such workers into a health team and into the community, and their supervision and continuing education are also discussed. The final section of this useful guide details how to plan and conduct an evaluation of auxiliaries and the programs in which they are involved. 134 pp.

Thompson, Peter. "What's Basic?: Some Curriculum Design and Evaluation Problems Encountered with Basic Education Programs." *INNOTECH Journal.* Vol. 5, No. 1, January - June 1981. Director of INNOTECH, University of the Philippines, 3rd Floor, College of Education Building, Diliman, Quezon City, Philippines. Highlights controversies relating to the definition of basic education. Mentioning different functions of basic education, the author draws attention to two types, namely one which prepares a person to function effectively within a specific local environment, and the other which opens opportunities "to escape from an environment." The author criticizes the tendency of participatory curriculum planning to concentrate heavily on narrow local problems. He suggests a different approach to curriculum design which would address local needs, as well as provide a core of knowledge and skills independent of the local context. pp. 49-52.

United Nations Department of Economic and Social Affairs (UNDESA). *Systematic Monitoring and Evaluation of Integrated Development Programs: A Source-Book.* 1978. United Nations Publications (UNIPUB), 345 Park Avenue South, New York, New York 10010, USA. This sourcebook gives an overview of particular international projects that are concerned with evaluation, and presents specific techniques for data collection. Part One deals with the definitions, concepts, and design of a monitoring and evaluation system. It explains how monitoring and evaluation can be systematically incorporated into program design and implementation. Part Two describes the data collection procedures used in monitoring and evaluating a number of integrated development projects in Brazil, Mexico, Panama and Venezuela. Includes an extensive annotated bibliography. 149 pp.

Village Education Resource Center (VERC). *VERC 'Core-Team' Experience Intensive Work at Phutnager (January 1979).* n.d. VERC, G.P.O. Box 421, Dacca, Bangladesh. Case reports of field work experiences conducted at different sites in Bangladesh which describe the *process* involved in facilitating grassroots participation in development. Through close informal and formal contact with a variety of subgroups in the village, information was gained concerning different socio-economic groups, resource persons, and lines of communication that exist within each village. The "picture of the village" gained through this approach ensured a more accurate assessment of needs. 21 pp.

Williamson, Nancy E. "Utilizing Research to Manage a Family Planning Project." *Studies in Family Planning.* Vol. 11, No. 9/10, 1980. The Population Council, One Dag Hammarskjold Plaza, New York, New York 10017, USA. Using the example of the Bohol Maternal and Child Health/Family Planning Project, conducted from 1974 to 1979 in the Philippines, the author discusses how project managers can use research in decision-making and administration. The article identifies seven ways research may function in a project. For example project planners can use research to identify problems, increase understanding of issues surrounding the project, and provide information required by funding agents and policymakers. Finally, the author identifies factors which may either hinder or facilitate the effective utilization of research in a project. pp. 301-307.

Reference Review: PVOs and Development

PVOs, Volags, NGOs

Private voluntary organizations (PVOs or Volags), also known as non-governmental organizations (NGOs), are non-profit organizations that have development as their primary goal. Initially PVOs, both religious and secular, focused primarily on disaster relief. Over the last decade, however, there has been a shift to broader-based, long-term development assistance.

Most PVOs favor small-scale, community-based development efforts. Their primary interest is in rural development, health, and education and training. Increasingly, governments, inter-governmental organizations, and the PVOs themselves recognize the unique contributions the latter can make to development. Because of their emphasis, they are often able to undertake innovative pilot projects and experiments not feasible for governmental organizations. Local PVOs can be effective in consciousness-raising efforts, since they are usually community based and have its respect and confidence. Their autonomy and organization enable the PVOs to respond flexibly to local needs as those arise. PVOs can serve to inform the general public in developed countries about development issues, and so influence public opinion.

Looking Ahead

Several challenges seem to lie ahead for the organizations in the next decade. International PVOs and their counterparts in developing countries need to establish more effective links. PVOs need to consider the costs and benefits involved when they accept financial assistance from governmental units, corporations, or transnational development agencies. The funds usually do enable organizations to expand their operations and to move from short-term relief aid to long-term development assistance. Nevertheless, the bureaucratic structure and administration that large grants require may limit an organization's flexibility and decrease its responsiveness to local needs.

We here summarize some of the publications addressing the roles of PVOs that have been contributed to the NFE Information Center.

Development Assistance

Philip H. Coombs outlines several ways in which PVOs can enhance national development efforts in *New Strategies for Improving Rural Family Life* (1981, 73 pp.) Among other things, PVOs can help rural communities organize projects and assess the help needed from government sources, train government staff for work in rural areas, conduct innovative small-scale experiments from which large organizations can learn, and serve as liaisons between the community and various government agencies. He also notes the increased use that governments are making of PVOs, and the growing ties between indigenous and international PVOs. He concludes that, while PVOs cannot take over the government's responsibility for rural development, and governmental control over PVOs must be limited, they can work together to the benefit of the poor. Available from International Council for Educational Development (ICED) Publications, P.O. Box 217, Essex, Connecticut 06426, USA.

In *Simple Technology, Complex Motivation of Human Drive: The Role of Private Voluntary Organizations* (1981, 18 pp.), Peter J. Davis describes PVOs as non-profit organizations that approach development from a micro- rather than a macro-level. One of their main functions is to serve as a link between research and technological institutions and the people at the grass roots, disseminating technology in a useful "hands on" manner. The author considers it a basic premise of most PVOs that participation at the local level in identifying needs, locating manpower resources, and choosing appropriate technology is paramount to the success of development projects. He also notes that the transfer of technology by PVOs is a delicate process, and highlights some of the critical issues

involved. Examples of the introduction of appropriate food technologies by Meals for Millions/Freedom from Hunger Foundation in several developing countries are given. Available from Meals for Millions/Freedom from Hunger Foundation, 815 Second Avenue, New York, New York 10017, USA.

"Keeping the Authorities and the General Public in the Picture," *The Courier* (No. 72, March-April 1982) recounts an interview with Menotti Bottazzi, vice-chairman of the NGO liaison committee of the European Community. He identifies rural development, education and training, and health as the focus of NGO activities, and addresses several key problems. These include the relationship between NGOs in developed countries and their governments' policies toward developing countries, and the need to coordinate NGO activities in developing countries with national development plans. He also stresses the important role NGOs play in informing the public in industrialized countries about development issues (pp. 74-77). Also of interest in this volume is "Assessing NGO Schemes and Micro-Projects," which reviews some of the points taken into consideration by evaluators, and various implementation problems experienced in such small-scale projects (pp. 82-83). *The Courier* is published by Commission of the European Communities, 200 Rue de la Loi, 1049 Brussels, Belgium.

Beyond Charity: US Voluntary Aid for a Changing Third World by John G. Sommer (1977, 180 pp.) reviews US assistance to developing countries, paying special attention to the role of PVOs. Sommer argues that development should be viewed as a process that promotes "participation, self-reliance, and social justice." As a result, he recommends that PVOs focus primarily on developing human resources rather than on relief assistance and physical or income-generating structures. In addition, he suggests that the role of PVOs be expanded to include educating the American people about the complex issues and pitfalls that can accompany charitable intentions, thereby exposing them to a more realistic understanding of the development process in developing countries. Available from Overseas Development Council, 1717 Massachusetts Avenue, N.W., Washington, D.C. 20036, USA.

"NGO Forum," a regular feature of *Development Forum*, discusses activities and concerns of non-governmental organizations. Recent articles highlighted issues related to global energy use, conservation and development, appropriate technology, and information services. *Development Forum* is available free of charge from Development Forum General Edition, Division of Economic and Social Information (DESI), C527, United Nations, 1211 Geneva, Switzerland. Readers who can afford it are asked to make a voluntary payment of US $10.00 per year.

PVOs Collaborating

In "Looking for the Road to Dialogue in a Maze of Asian NGOs," *Cendhrra Development Memo* (February 1982, pp. 1, 4), Antonio L. Ledesma reviews the third regional workshop of the Asian NGO Coalition (ANGOC) held 22-25 February 1982 in Bangkok, Thailand. He argues that ANGOC no longer appears to adhere to the NGOs' central principles of pluralism, participation, and autonomy. In addition ANGOC's organizational structure, definition of roles, and funding are being strongly influenced by inter-governmental organizations, thereby seriously weakening ANGOC's complementary role to government agencies. He suggests that as government and business involvement with NGOs occurs with increasing frequency, the task of remaining "pure" becomes more difficult. Given the situation, he recommends that each NGO define its platforms and principles clearly. A clear statement of the diversity of orientations would allow for creative dialogue. In turn, this would enable each NGO to contribute to the total development picture in a way best suited to its particular focus and strengths. *Cendhrra Development Memo* is available from Centre for the Development of Human Resources in Rural Asia (CENDHRRA), P.O. Box 458, Greenhills, San Juan, Metro Manila, Philippines.

The Joint PVO/University Rural Development Center, established in 1979, seeks to serve rural people in Appalachia and the developing countries through an ongoing collaboration between private and voluntary organizations and universities. Among the objectives of the Center are to develop training programs for PVO personnel, to exchange PVO and university personnel, and to gather and disseminate information on the activities of PVOs and other groups involved in rural development. For more information contact F. Merton Cregger, Executive Secretary, Joint PVO/University Rural Development Center, Center for Improving Mountain Living, Western Carolina University, Cullowbee, North Carolina 28723, USA.

Representatives from 35 PVOs in Thailand met 29 October - 1 November 1981 to discuss common problems, ways to cooperate better with one another, and to share experiences and insights in community development work. A report by Surachet Vetchapitale is published in *CCTD Newsletter* (Jan.-Feb. 1982, pp. 4-6). The report includes recommendations regarding financial problems, personnel, organizational structure, PVO coordination and cooperation, and relationships with government agencies. Among other things, the participants recommend that foreign funding sources be carefully scrutinized, that members receive training in fund raising and proposal writing, and that each PVO organize a long-range self-reliance program. *CCTD Newsletter* is published bi-monthly by the Catholic Council of Thailand for Development (CCTD), 2508-2510 Soi Saensuk, Prachasongkroh Road, Bangkok 4, Thailand.

Tie-Lines is a newsletter designed to facilitate information exchange among PVOs. Articles and news items report on the variety of services provided by different PVOs and common institutional and management concerns. The first issues included data on funding sources, profiles of several PVOs, information about available resources, services and training programs, practical hints on the identification of resources for project planning, and the use of computers by PVOs. Available from Editor, *Tie-Lines*, c/o New TransCentury Foundation, 1789 Columbia Road, N.W., Washington, D.C. 20009, USA.

The *United Nations Development Education Directory for Non-Governmental Organizations in Industrialized Countries* (2nd Edition, January 1981, 68 pp.) is a valuable sourcebook describing the UN services available to NGOs. Part One lists support services for development education and information activities. Parts Two and Three present other UN information sources and services. Finally, Part Four contains a selected listing of general UN statistical publications. Available from UN Non-Governmental Liaison Service (Geneva), Palais des Nations, CH-1211 Geneva 10, Switzerland.

Network News

New Center Director

Michigan State University has announced the appointment of Mary Joy Pigozzi as Director of the Non-Formal Education Information Center. Mary, who has been with the Center since 1977 and Assistant Director since 1979, has an excellent background in international, non-formal, and adult education. She looks forward to continued interaction with NFE network participants.

In May 1982, Dr. Joan Claffey, Director since 1976, left for Washington, D.C., and an extended assignment with the United States Agency for International Development. The university is grateful for her leadership and guidance and wishes her equal success in her new assignment.

Women and Health

A major conference on issues of Women, Health, and International Development will be held at Michigan State University, 22-23 October 1982. It will be co-sponsored by the African Studies Center and the Office of Women in International Development of the University. Topics to be covered include: development, health, and behavior; chemicals and disease as they affect women; indigenous concepts of health; health-care planning; nutrition and development; population, contraception, and women's health; and women, stress, and development. Abstracts of papers are being solicited from those with an interest in these and related topics. Abstracts should be sent to: Dr. Margaret Aguwa, Department of Family Medicine, Michigan State University, Fee Hall, East Lansing, Michigan 48824, USA.

Numeracy Project in Papua New Guinea

A project conducted by the Department of Commerce, Papua New Guinea, employs a novel approach to teaching numeracy skills to adults. It concentrates on the rudiments of arithmetic and helps people to carry out transactions by using small electronic calculators. The planners recognize that knowing standard arithmetic procedures is essential to inter-community communication and commerce within a cultural setting that presents such great diversity in languages and counting systems. Before proceeding with the project, the Department of Commerce carefully researched numeracy problems generally faced by Papuans; evaluated the advantages and disadvantages of using calculators; and developed concepts and teaching methods (including workbooks) applicable to teaching arithmetic with electronic calculators. Further information is available from the Director, Numeracy Project, Laloki Co-operative College, P.O. Box 1864, Boroko, Papua New Guinea.

Communication Documents

• *Health Education by Television and Radio*, Communication Research and Broadcasting No. 5 (1981, 476 pp.), edited by Manfred Meyer, is a selection of research papers and reports presented at International Information Week, a conference held November 1980 in Munich. The objective of this document is to disseminate up-to-date information and stimulate further discussion on health education through mass communication techniques. Part Two pays particular attention to recent research findings and approaches to health education by means of broadcasting. Other sections present case studies of programs in Africa, Asia, Europe, and Latin America. Also included is a select bibliography on health education by television and radio. Available from Internationales Zentralinstitut fur das Jugend- und Bildungsfernsehen, Rundfunkplatz 1, D-8000 Munchen 2, Federal Republic of Germany.

• "Towards a New World Information and Communication Order" is the theme of *Development Dialogue* (1981:2, 172 pp.). The articles in this issue regard two-way communication, and the availability and free exchange of information, as vital for building a new international order. Included are several articles which analyze the present structure and effects of transnational monopoly of information channels, and stress the need to democratize communication. Two articles introduce organizations founded to support changes in the way information is collected and disseminated. Also includes reprints from *Development Dialogue* 1976: 1 and 2. Available from Dag Hammerskjold Foundation, Ovre Slottsgatan 2, S-752 20 Uppsala, Sweden.

• *Development Communication Report* No. 37 (1982, 16 pp.) focuses on recent developments in the field of communication research and innovation. Briefly reports on the Acapulco Conference, an important meeting of delegates affiliated with the International Program for the Development of Communication (IPDC). The IPDC's goal is to support the development of the communication capabilities of the developing world. Indonesia's multimedia educational program, a Radio Language Arts Program in Kenya, and the implications of using radio to promote health education, are some of the other topics covered. Available from Clearinghouse on Development Communication, 1414 22nd Street, N.W., Washington, D.C. 20037, USA.

THE NFE INFORMATION CENTER

Mary Joy Pigozzi ..... Director
Milla McLachlan ..... Issue Coordinator
Niloufer Abeysuriya, Pervaiz Amir, Carolyn Andree, Darini S. Arulpragasam, Ameneh Azamali, Doree Mehretu, Karen Collamore Sullivan, and Lela Vandenberg ..... Research Assistants
Earl K. Brigham ..... Publications Editor
Susan Pregenzer ..... Documentalist

You are cordially invited to send information and make comments and inquiries to the Director.

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